



Verb + Noun Collocational Competence of Thai University EFL Students: A Comparative Study of a Regular Program and an English Program

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Abstract

The objectives of this study were: 1) to examine how Thai university EFL students studying in the regular and English programs use verb + noun collocations, 2) to investigate the differences in collocational competence of verb + noun between students in the regular and English programs, and 3) to determine sources of errors of verb + noun collocations that Thai university EFL students studying in the regular and English programs experience in using the verb + noun collocations. The research participants were 30 third and fourth year marketing major students studying in a regular program, and the other 30 of the third and fourth year marketing major students in the English program of the Faculty of Business Administration at Saint John's University. The research instruments used to investigate the participants' proficiency of English collocations were: Test 1: A Translation Test, Test 2: A Gap-filling Collocation Test, and In-depth interview. The study findings revealed that the English program participants scored higher than the regular program participants. The English program participants used more variety of correct verb + noun collocations than did the regular program ones. The main source of errors of verb + noun collocations the regular program participants experienced was the learners' lack of knowledge of collocations (46.73%) while the main source of errors of the English program participants was the learners' application of the strategy of transferring L1-L2 collocations (54.62%). Furthermore, the English program students performed better in verb + noun collocation competence than did the regular program students. The result revealed that there was a significant difference in collocational competence of verb + noun between the participants in the regular and English programs in total, p-value was $.0264 < .05$.

Keywords: verb + noun collocations, lexical collocations, sources of errors

1. Introduction

1.1 Background

Apart from learning grammar, learning collocations is important in many aspects as it helps make native-like expressions and idiom. As a result, the importance of collocation should be aware by students at every level since it is something critical to the practice of communicating ideas more effectively and powerfully (Hunt, 2014).

Regarding many researchers who conducted collocation related research, intralingual problems, negative transfer from learners' mother tongue language, overgeneralization of collocation rules, the fail of making sense of idiom, and learning words through definitions are collocation problems made by EFL learners which affected to their



English proficiency (Selinker, 1972; Nguyen, 1995; Lewis, 1997; Sonaiya, 1988; Ellis, 2000; Hill, 2000; Lakkis and Malak, 2000; Martynska, 2004; Taiwo, 2004; Mahmoud, 2005; Youmei and Yun, 2005; Boonyasaquan, 2006; Wang and Good, 2007; Mongkolchai, 2008; Suwitchanphan and Phoocharoensil, 2014)

Although some researchers (Mahmoud, 2005; Youmei and Yun; 2005; Wang and Good, 2007; Mongkolchai; 2008) conducted research on the verb + noun pattern collocations, there is no comparison between EFL students of regular program and English program who study in the same major. Consequently, this study aimed to systematically investigate the competence in using verb + noun collocation pattern of two groups of Thai university EFL students, a regular program and an English program, compare, analyze, and indicate sources of errors in using verb + noun collocations.

1.2 Purposes of the Study

There are three main objectives of this study as follows:

1. To examine how Thai university EFL students studying in the regular and English programs at Saint John's University use verb + noun collocations.
2. To investigate the differences in collocational competence of verb + noun between Thai university EFL students studying in the regular and English programs.
3. To determine sources of errors of verb + noun collocations that Thai university EFL students studying in the regular and English programs experience in using the verb + noun collocations.

1.3 Research Questions

The present study was designed to answer the following questions:

1. How do Thai university EFL students studying in the regular and English programs at Saint John's University use verb + noun collocation?
2. Is there any significant difference in terms of collocational competence of verb + noun between Thai university EFL students studying in the regular and English programs?
3. What are possible sources of errors of verb + noun collocations that Thai university EFL students studying in the regular and English programs have?

2. Literature Review

2.1 Definitions of Collocation

This term was first introduced by Firth, 1957 (cited by Martynska, 2004) to define a combination of words associated with each other. For Bazell et al. (1966), collocations are examples of word combinations that cut across grammar boundaries. Moreover, Carter and McCarthy (1988) states that collocation is defined as how words typically occur with one another. Sinclair (1991) states that collocations are the recurrent co-occurrences that a word had with its collocates within a given distance of each other measured in words. And Carter (1992) contends that it is a group of words which occur repeatedly in a language. Similarly, Diegnan et al. (1998) mentions that collocation is the ways in which words regularly occur near each other.

Collocations might be described as the words that are placed or found together in a predictable pattern. In addition, grammar rules are too general to provide guidance for acceptable word combinations.



As can be seen, although a great deal of the research defines collocation differently, collocations, within the same concept, are words that are placed together in order to produce a harmonious combination of meaning.

2.2 Types of Collocation

Benson, and Ilson (1986) divided collocations into two major categories: grammatical and lexical collocations. Grammatical collocations consist of content words: a noun, an adjective or a verb plus a preposition or infinitive. Meanwhile, lexical collocations consist of neither prepositions nor infinitives. They comprise only content words.

Huang (2001) focuses only on lexical collocations categorization as follows:

1. Free combinations: this category of collocation refers to a combination of words of which meaning is from the literal meaning of each element, for example, blow a trumpet and blow a whistle.

2. Restricted collocations: this category is used in a more specific context and the number of collocates is few, for example blow a fuse.

3. Figurative idioms: this category refers to a metaphorical meaning as a whole that can somehow be derived from its literal interpretation e.g. blow your own trumpet.

4. Pure idioms: this category has a unitary meaning that is totally unpredictable from the meaning of its components e.g. blow the gaff, meaning to reveal a secret.

While Huang focused only on lexical collocations, Hill (2000) categorizes collocations as follows:

1. Unique collocations: These refer to collocations which are fixed and cannot be replaced by any other words, such as to foot the bill; to foot the invoice, or to foot the coffee is obviously wrong.

2. Strong collocations: These collocations are strong or very strong but not unique. Usually, strong collocations have few other possible collocates. For example, moved to tears or reduced to tears.

3. Weak collocations: This kind of collocation consists of a number of word co-occurrences and can be easily guessed, such as a white shirt, a red shirt, a green shirt, a long shirt, a small shirt, etc.

4. Medium- strength collocations: These collocations are of the same meaning as suggested by Lewis (2000). They can sometimes be weak collocations such as to hold a conversation and to make a mistake. Normally learners already know each individual word such as to hold and a conversation but they are able to use as a single item or as a collocation.

Nevertheless, Lewis (1997) (cited by Mongkolchai, 2008) categorized lexical collocation into seven patterns as follows:

1. adjective + noun	e.g.	a difficult decision
2. verb + noun	e.g.	submit a report
3. noun + noun	e.g.	a radio station
4. verb + adverb	e.g.	apologize humbly
5. adverb + adjective	e.g.	sound asleep
6. adjective + preposition	e.g.	(to be) fond of
7. phrasal verb	e.g.	turn off

2.3 Collocation Learning and Teaching

Many teachers are hostile to anything which challenges the central role of grammatical explanation, grammatical practice and correction, all ideas which the Lexical



Approach demotes or discards. The hesitating or even actively negative position of teachers can be explained by summarizing the guiding principles of the Lexical Approach:

1. The grammar/vocabulary dichotomy is invalid.
2. Collocation is used as an organizing principle.
3. Successful language is a wider concept than accurate language.
4. The Observe-Hypothesise-Experiment cycle replaces the Present-Practise-Produce Paradigm.
5. Most importantly, language consists of grammaticalised lexis--not lexicalised grammar.

Yet as many researchers argue, disproportional emphasis on grammar and neglect of vocabulary and collocation in EFL learning lead students to be unable to produce sentences in communication. As McCarthy (1990:12) says that collocation is an important organizing principle in the vocabulary, focusing on collocation acquisition is an appropriate perspective to enrich vocabulary and also enable them to produce naturally sounding sentences from the early stage.

In addition, Boonyasaquan (2009), holds that collocation, despite being earnestly introduced about ten years ago, is quite a new issue for teachers themselves so a number of teachers have little or no knowledge about this. When a teacher teaches new vocabulary, s/he does not realize the necessity to introduce a chunk, not a single word, so as to let learners register from the very beginning the word being taught and its word partner/s.

2.4 Collocation Problems

As EFL teachers, we all frequently observe students' collocational errors. Students produce errors such as speak a story, new bread, eat water, do a mistake, go to swimming or, for more advanced learners, errors such as emerge new branches, in the occasion of, emphasize on, etc. (Boonyasaquan, 2006).

Such word combinations are classified respectively as grammatical and lexical collocations. Acquisition and correct production of combinations is a mark of an advanced level of proficiency in a language. As Lewis (1997, p.15) puts it, "fluency is based on the acquisition of a large store of fixed or semi-fixed prefabricated items." James (1998, p.152) also agrees that the correct usage of collocations "contributes greatly to one's idiosyncrasy and nativelikeness." Taiwo (2004) sees lexical errors and grammatical errors as equally important. Sonaiya (1988) goes even further to say that lexical errors are more serious because effective communication depends on the choice of words. Mahmoud's (2005) study shows that most of the collocations produced by students in his study were lexical and most of the grammatical and lexical collocations detected are incorrect. Some interlingual errors also reflect students' problems within their first language.

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Hill's (2000) students at elementary level in writing only produced simple phrases and sentences. Having examined those students' written texts, the researcher has realized that collocational problems are largely connected to the students' attempts to write creatively in



L2. The students still need to improve their grammar as the framework in writing, which seems to be a part of their incapacity for allowing creativeness now.

Nevertheless, Sinclair (1991) (cited by Suwitchanphan and Phoocharoensil, 2014) is of the view that the function words, including prepositions, determiners, pronouns and auxiliaries are less important than delexical verbs, e.g. do, make, take and get as in do homework, make a mistake and take a bath. Many learners normally avoid using common verbs, including delexical verbs, and instead tend to use less frequent verbs, resulting in unnatural and awkward language due to its difficulty in terms of use.

Boonyasaquan (2006, p.11-13) summarized the characteristics of collocation that lead to L2 errors as follows:

1. Collocations are frequent co-occurrences of items between which no word can be added. For example, in knife and fork, it is very unusual to add a word to this collocation like, knife, spoon and fork.
2. Collocations consist of components that cannot be replaced by a synonym or word of similar meaning. For example: John makes a cake; but not John makes a pancake.
3. Collocations are binomials that cannot be reversed. The order of the parts of a collocation is more or less fixed, for example, bread and butter, not butter and bread.
4. Some collocations are predictable; for example, if a person hears a collocation apply... and shrug... she/he automatically expects that for and shoulder will follow respectively.

Moreover, Deveci (2004) (cited by Mongkolchai, 2008) points out related problems of collocations such as the following:

1. Learners may have intralingual problems. For example, instead of doing homework, they might incorrectly use making homework.
2. Learners may make negative transfer from their mother tongue language. For example, some Thai learners tend to say close the light instead of turn off the light.
3. Learners may look for general rules for collocations that do not work for all collocations. For example, they might overgeneralize rules of collocations, for example, the use of prepositions in phrasal verbs. They could think that put off your coat is the opposite of put on your coat.
4. When learners learn words through definitions, their chances of using appropriate collocations or remembering the words decrease.
5. Learners may fail to make sense of an idiom. To illustrate, some English idioms such as raining cats and dogs do not make sense to Thai learners of English because this idiom does not exist in their culture.
6. When students read texts, they may not recognize collocations as meaningful phrases, which would inhibit their understanding of the text.

To recap, ESL/EFL learners do have problems in producing correct collocations due to several sources. The best solution is to teach and train the students rigorously in relation to these issues in all language classes.

2.5 Verb + Noun Collocations

Brashi (1999) examined EFL learners' knowledge of English verb + noun collocations using a 'blank filling test' and a 'multiple-choice test' of English collocations.



The result showed that the participants' productive level was better than the receptive level, and a language which does not sound either native-like or 'natural' was due to the differences between the collocational patterns of Arabic and also the lack of knowledge of native-like English collocations.

Martynska (2004) studied the used of seven patterns of collocation including the verb + noun pattern of Polish intermediate EFL learners. The result suggested that although EFL learners know the meaning of collocation, they are not always able to correct collocations. Moreover, applying their native language rules sometimes results in producing incorrect collocations, especially with the verb + noun pattern.

Mahmoud's (2005) study of EFL learners' lexical errors concluded that EFL learners produce unnatural collocations which 94 percent of these were verb + noun combinations. The source of errors possibly comes from negative transfer from Arabic when EFL learners know a lot of vocabulary and may have been motivated by interlingual transfer to find the EFL equivalents to their mother tongue collocations which are the Arabic lexical items.

Wang and Good (2007) stated, in their qualitative study on the repetition of collocations in the series of English textbooks that the verb + noun pattern is the most difficult of the seven patterns of lexical collocations for EFL learners referring to error frequency they found in their study, and is found in the three most popular series of English textbooks for senior high schools in southern Taiwan. The study states that the first language influence is the major problem learners have, and not having a direct translation equivalent between the target language and learner's first language is suggested to be the common guideline for this problem.

3. Methodology

3.1 Respondents

The subjects of the study was 30 third and fourth year regular program students and 30 third and fourth year English program students studying marketing at the Faculty of Business Administration at Saint John's University.

3.2 Research Instruments

The two tests based on the highest using frequency rate per one million words of "make" and "take" according to American Corpus (COCA) namely; 1) Test 1: A Translation Test and 2) Test 2: A Gap-filling Collocation Test and an In-depth interview were used to investigate the sample's proficiency of English collocations. Following this, a content analysis based on plausible explanations adapted from Mongkolchai (2008) was performed.

3.3 Procedures

The subjects were asked to take two tests, Test 1: A Translation Test and Test 2: A Gap-filling Collocation Test. The answers were marked and the total scores were calculated in terms of percentage. The data was analyzed using Microsoft Excel program and SPSS, the Independent Sample T-test, in order to acquire a statistical value. The in-depth interview and content analysis based on plausible explanations adapted from Mongkolchai (2008) were performed with the five lowest scoring from each group.



4. Findings and Discussion

4.1 The statistical analysis of the difference in collocational competence of verb + noun between the regular program and the English program

Independent Sample T-test

Test	Curriculum	N	Mean	Std. Deviation	t	p-value
1	RP	30	10.63	2.93	0.26274	.7938
	EP	30	10.40	3.88		
2	RP	30	17.70	2.85	-3.6689	.0006
	EP	30	20.80	3.64		
1 + 2	RP	30	28.33	4.99	-2.2779	.0264
	EP	30	31.23	4.87		

Based on the result of statistical analysis of Test 1: A Translation Test, the regular program students acquired slight higher score than did in the English program and the p-value (0.7938) is more than the significance level (0.05). This indicates that there is no significant difference in collocational competence of verb + noun between students in the regular and English programs in Test 1.

For Test 2: A Gap-filling Collocation Test, the English program students performed better than the regular program students. The statistical result revealed that the p-value of Test 2 is 0.0006, which is less than that significant level (.05), indicating there is a significant difference in collocational competence of verb + noun between students in the regular and English programs in Test 2.

Nonetheless, when considering the overall of the two tests combined, the English program students employed higher scores than did in the regular program. Moreover, when statistical analysis was performed, the p-value (0.264) is less than the significance level (0.05), meaning that there is a significant difference in collocational competence of verb + noun between the participants in the regular and English programs in total.

The present study findings are relatively supported by Suwitchanphan & Phoocharoensil (2014)' study when they compared the adjective + noun collocations between two groups of participants. It is shown that there can be difference or no difference between two groups of participants when using different instruments to investigate in the research. To be precise describe, there is a significant difference in collocational competence of adjective + noun between students in the regular and English programs in Test 1: A Blank-filling Test. Nevertheless, when using Test 2: A Collocation Selection Test, there is no significant difference in collocational competence of adjective + noun between the two groups of participants.



4.2 Sources of errors in producing verb +noun collocations

Explanation No.	Regular Program's Interviewees								English Program's Interviewees							
	1	2	3	4	5	6	7	Total	Percent	1	2	3	4	5	Total	Percent
1	18	18	11	17	10	9	10	93	46.73	5	9	7	11	9	41	30.54
2	7	9	11	8	16	13	11	75	37.69	15	12	17	11	16	71	54.62
3										1	1				2	1.53
4	1							1	0.50		1			1	2	1.53
5	2	5	2	4	5	1	4	23	11.56			1	2	3	6	4.62
6	1	1	1		2	2		7	3.52	1				4	5	3.85
7										2				1	3	2.31
Total	29	33	25	29	33	25	25	199	100	23	23	26	24	34	130	100

Note:

- 1 refers to the learners' lack of knowledge of collocations (Mongkolchai, 2008)
- 2 refers to the learners' application of the strategy of transferring L1 to L2 collocation (Mongkolchai, 2008)
- 3 refers to the learners' application of the strategy of synonymy L1 to L2 collocation (Mongkolchai, 2008)
- 4 refers to the learners' application of the sound-like strategy
- 5 refers to the learners' limitation of the vocabulary knowledge
- 6 refers to the learners' lack of retention of collocation
- 7 refers to the learners' influence of English on Thai that led to direct translation

Regarding the interview result, sources of errors produced by the regular program participants regarding the two most frequency use were from No.1: The learners' lack of knowledge of collocations (45.73), and No.2: The learners' application of the strategy of transferring L1 to L2 collocation (37.69%), while for the English program ones are No.2: The learners' application of the strategy of transferring L1 to L2 collocation (54.62%), and No.1: The learners' lack of knowledge of collocations (30.53%) respectively. It is perceived that the first two sources of errors from the list are the most frequent used by both regular and English program participants. Therefore, the two factors are discussed here.

4.2.1 The learners' lack of knowledge of collocations

Adapted from Mongkolchai (2008), this factor, the learners' lack of knowledge of collocations, also includes the limited knowledge of cultural specific collocations and the lack of formal collocation instruction.

- *make responsibility
- *make breath
- *take living

Interviewees from both programs claimed that neither the word collocation nor '*kham-praa-köt-rûam*' had been mentioned to them recently, and they had no idea of what the collocation and its meaning were. They assumed that every word can be mixed and matched according to their own preference and understanding.

- *take love

Interviewees explained that although the word *take did not seem to be the correct collocation used with love, they realized the word make sounded inappropriate in Thai culture, especially when directly translated to their mother tongue, Thai, as *tham-rák* or



rûam-rák, which means ‘have sexual intercourse’ (Oxford online dictionary); therefore, they decided to choose take instead of make.

*make chance

*make step

The two interviewees from the English program mentioned that formal collocation instruction had not been done in school or university before; however, they had overheard people using the collocation shown above which are incorrect. The learners’ lack of formal collocation instruction had been referred to by Boonyasaquan’s (2009) study.

Brashi (1999) who investigated Arabic EFL learners’ knowledge of English verb + noun collocations claimed that the learners in his study could not produce the correct collocations due to the differences between the collocational patterns of Arabic and also the lack of knowledge of native-like English collocations.

4.2.2 The learners’ application of the strategy of transferring L1 to L2 collocation

*receive/catch role	<i>dâay-râp-bòt-bâat</i>
*have progress	<i>mii-khwaam-khiip-nâa</i>
*give/support contribution	<i>hây-kaan-sà-nâp-sà-nûn</i>
*do/make charge	<i>tham-nâa-thîi</i>
*use measure	<i>chây-mâat-tra-kaan</i>
*cut/do/decide judgment	<i>tât-sîn-cay</i>
*do/create/build profit	<i>sâaŋ-phôn-kam-ray</i>
*get/receive/acknowledge note	<i>râp-sâap</i>
*make position	<i>tham-tam-nêey</i>
*take call	<i>râp-thoo-ra-sâp</i>
*make time	<i>tham-wee-laa</i>
*take changes	<i>râp-kaan-plîan-pleey</i>
*take money	<i>dâay/râp-ŋðn</i>
*make chance	<i>sâaŋ-?o-kâat</i>
*make account	<i>tham/sâaŋ-ban-chii</i>
*make place	<i>tham/sâaŋ-sà-thâan-thîi</i>
*swop/swap/exchange turn	<i>sa-lâp-kan</i>

Interviewees were influenced by their native language/mother tongue transfer to the English target language. With their Thai native language, the interviewees from both programs directly translated the Thai words into English in order to make the same meaning as in the Thai language as shown above. The application of native language transferred was significantly performed in both program participants.

The EFL learners’ mother tongue plays a dramatically role in producing the appropriate and inappropriate collocations. The findings had been revealed in a great number of previous studies by Brashi (1999); Hill (2000); Lakkis and Malak (2000); Mahmoud (2005); Martynska (2004); Noor and Adubaib (2011); Nguyen (1995); Selinker (1972); Wang and Good (2007); and Youmei and Yun (2005). Additionally, the Thai EFL learners particularly also had their mother tongue influence in the use of collocations in target language as can be seen in the past studies by Boonyasaquan (2006); Mongkolchai (2008); Phoocharoensil (2011, 2013, 2014); Suwitchanphan and Phoocharoensil (2014); and Yumanee and Phoocharoensil (2008).



5. Conclusion

The result from the two tests and the in-depth interview of this study revealed that English program students demonstrated higher verb + noun collocational competence than students in the regular program, and the two programs applied the same sources of errors when producing verb + noun collocations but the ranking is different. The major sources of producing collocation errors are 1) the learners' lack of knowledge of collocations; and 2) the learners' application of the strategy of transferring L1 to L2 collocation.

6. Recommendation for further research

Based on some limitations in performing this study, the researcher did not have an opportunity to cover more subjects in the population. Therefore, the target population could be broaden to include public universities or other private universities in further research in order to determine if there are any differences between the collocational competence in public and private universities which offer the regular and English programs. Moreover, the instruments used can be designed differently to other forms, for example, the impromptu test, or the essay written test.

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Electronic Media

COCA (Corpus of Contemporary American English) <http://corpus.byu.edu/coca/>

COCA (Corpus of Contemporary American English) <http://corpus.byu.edu/coca/?r=y>



APPENDIX A

A TRANSLATION TEST

Instruction: Translate the Thai expressions in bold into English by putting the best verbs in the blanks to make correct verb + noun collocations.

1. ขอหันถ่ายภาพ (picture) กับครอบครัวในวันเกิดของเขา

ถ่ายภาพ = _____ a picture

2. คุณต้องพายามผู้กุมิตร (friend) ให้มากหากต้องการชนะการให้หัวครั้งนี้

ผู้กุมิตร = _____ friend

3. ฉันอาจจะไปเดินเล่น (walk) รอบๆ เมือง

เดินเล่น = _____ a walk

4. เจนสนับสนุนให้ลินดาได้รับบทบาท (role) สำคัญในละครเรื่องนี้

ได้รับบทบาท = _____ an important role

5. พากเกรย์คงติดต่อ (contact) กัน แม้จะเรียนจบกันไปแล้ว

ติดต่อ = _____ a contact

6. ถ้าคุณหัวเราะเยาะ (fun) ฉัน ฉันจะไม่บอกอะไรคุณเลย

หัวเราะเยาะ = _____ fun of me

7. ชาวดูษมานะจะเดือดร้อนแน่นอนถ้าเรามีความคืบหน้า (progress) ในงานนี้

มีความคืบหน้า = _____ progress

8. เขายังสนับสนุน (contribution) งานวิจัยเรื่องโครงมะเร็งอย่างเป็นทางการ

สนับสนุน = _____ an official contribution

9. ฉันควรจะไปถึงที่นั่นในตอนบ่ายหลังจากทำข้อสอบ (test) แล้ว

ทำข้อสอบ = _____ a test

10. ฉันเฝ้ารอบางคนที่จะเข้ามาทำหน้าที่ (charge) และสร้างความเปลี่ยนแปลง

ทำหน้าที่ = _____ charge

11. คุณจะใช้มาตรการ (measures) ขึ้นเด็ดขาดเลยหรือเปล่า

ใช้มาตรการ = _____ measures

12. รัฐบาลซึ่งเรียกไม่เข้มแข็งพอที่จะยุติสังคม (peace) กับอิสราเอล

ยุติสังคม = _____ peace

13. กฏหมายฉบับนี้มีผลบังคับ (effect) ใช้ในเดือนมิถุนายน

มีผลบังคับ = _____ effect



14. ทั้งคุณขาวและคุณผิวสีในอเมริกาตัดสินใจ (judgment) เรื่องชาวแอฟริกัน-อเมริกัน

ตัดสินใจ/ตัดสินใจ = _____ judgment

15. พวกรำสีงสีงดัง (noise) ตอนที่เราน่าดีดี

สีงสีงดัง = _____ a lot of noise

16. วัตถุประสงค์หลักของการทำธุรกิจคือการสร้างผลกำไร (profit)

สร้างผลกำไร = _____ a profit

17. ตอนที่มีผู้โดยสารหนาแน่น พวกรำสลับกัน (turns) ลูกและนั่ง เพื่อให้ต่างฝ่ายได้สบายน้ำใจ

สลับกัน = _____ turns

18. ฉันคิดว่าคุณสามารถหาข้อโต้แย้ง (argument) ที่ดีต่อรูสเวลต์ได้

หาข้อโต้แย้ง = _____ a very good argument

19. ฉันไม่แน่ใจว่าเธอสมควรได้รับการยกย่อง (credit) ในเรื่องนี้หรือไม่

ได้รับการยกย่อง = _____ credit

20. เราหวังว่าผู้มีอำนาจในสถาบันนี้จะรับทราบ (note) และจัดเตรียมการสอนที่เหมาะสมต่อไป

รับทราบ = _____ note



APPENDIX B

A GAP-FILLING COLLOCATION TEST

Instruction: Choose either verb, “**make**” or “**take**” to fill in the blanks to make correct verb + noun collocations to the highlighted noun in each sentence.

1. I'm just afraid she's going to _____ the kind of **mistake** that you can't recover from.
2. The ranch had been a job to their father, a way to _____ a **living**, but it had been life-changing to their mother.
3. When something _____ no **sense**, sometimes you make something out of it.
4. America is only just now having to _____ a long hard **look** at itself.
5. I really don't get why people _____ such a big **deal**.
6. This is consistent with the lead-time required to _____ engineering and design **changes** in product offerings.
7. They know that if it's bad for business to _____ all of the **responsibility**, it's even worse for families.
8. Others contend that it is not necessarily today's pioneers who will _____ most of the **money** in parallel processing.
9. I hope my book will make people conscious of how they are living and _____ a more sensible **position** in how they want to live.
10. The 73 has been designed to _____ the best possible **use** of the new 1,800-hp 16-cylinder 2000s.
11. I'm just saying it's not going to _____ a particle of **difference** one way or another.
12. They say you can _____ a free phone **call** anywhere in the world from Belgrade.
13. And others are just trying to understand how a smart man could _____ such a stupid **chance**.
14. That pair's burst of speed seemed to _____ the Americans' **breath**.
15. If I had to reform the immorality of the American press, it would _____ me a long **time**.
16. "This is designed for people who want to _____ their own investment **decisions**," he says.
17. The counselor helped Mrs. Miller _____ some initial small **steps**.
18. I had to _____ **account** of a new idea that threatened to change the aspect of the world.
19. After a wonderful meal, we come back here and _____ mad, passionate **love**.
20. The CEO of the company Raymond Gilmartin had this **statement** to _____ earlier.
21. It is tragic that the United Nations confederation of nations had to _____ this kind of **action**.
22. In the official statement yesterday, President Clinton said their mission is to _____ one last best **effort** to provide a peaceful, orderly transfer of power.
23. And I thought Virginia would be the most appropriate place for that to _____ **place**.
24. Mr. President, on that note, we've got to _____ one more quick **break** and then I'll come back with a program note.
25. You have a lot of **choices** you have to _____ among difficult options.
26. They _____ a little more **care** reading the long, handwritten letters from paranoid readers.
27. Many companies have adopted language to _____ **advantage** of that decision as well.



28. The Germans soon after gave authority to a colonial company to _____ **control** of the region by force.
29. You have to _____ **room** in your bathroom and your kitchen.
30. A climate of trust must be created in order for all stakeholders to _____ **risks**, reflect, and continue to grow.